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ABSTRACT

The 1972 Summer Conference for Counselors of the Institute for Services to Education, Thirteen College Curriculum Program was held at Newton College of the Sacred Heart, Newton, Massachusetts during the period of June 25 through July 14, 1972. The general theme throughout the entire conference was three-fold in nature: (1) to introduce and develop the concept of the interdisciplinary approach across academic and administrative lines at the college and university level; (2) to present a vast array of counseling techniques which would enhance counselor skills in working with students; and (3) to instill within each counselor the vital role that he or she must play if the total curriculum program is to be successful. These three elements were placed under the umbrella of over-all morale building for the status of the counselors in the college consortia program. (Author)

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1972 COUNSELOR SUMMARIZATION AND EVALUATION REPORT

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NATIONAL INSTITUTE OF EDUCATION

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INSTITUTE FOR SERVICES TO EDUCATION
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- ABOUT THE INSTITUTE FOR SERVICES TO EDUCATION -

The Institute for Services to Education was incorporated as a non-profit organization in 1965 and received a basic grant from the Carnegie Corporation of New York. The organization is founded on the principle that education today requires a fresh examination of what is worth teaching and how to teach it. ISE undertakes a variety of educational tasks, working cooperatively with other educational institutions, under grants from government agencies and private foundations. ISE is a catalyst for change. It does not just produce educational materials or techniques that are innovative; it develops, in co-operation with teachers and administrators, procedures for effective installation of successful materials and techniques in the colleges.

ISE is headed by Dr. Elias Blake, Jr., a former teacher and is staffed by college teachers with experience in working with disadvantaged youth and Black youth in educational settings both in predominantly Black and predominantly white colleges and schools.

ISE's Board of Directors consists of persons in the higher education system with histories of involvement in curriculum change. The Board members are:

Vernon Alden	Chairman of the Board, The Boston Company, Boston, Massachusetts
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- ABOUT THE THIRTEEN COLLEGE CURRICULUM PROGRAM -

From 1967 to the present, ISE has been working cooperatively with the Thirteen College Consortium in developing the Thirteen College Curriculum Program. The Thirteen College Curriculum Program is an educational experiment that included developing new curricular materials for the entire freshman year of college in the areas of English, mathematics, social science, physical science, and biology and two sophomore year courses, humanities and philosophy. The program is designed to reduce the attrition rate of entering freshman through well thought-out, new curricular materials, new teaching styles, and new faculty arrangements for instruction. In addition, the program seeks to alter the educational patter of the institutions involved by changing blocks of courses rather than by developing single courses. In this sense, the Thirteen College Curriculum Program is viewed not only as a curriculum program with a consistent set of academic goals for the separate courses, but also as a vehicle to produce new and pertinent educational changes within the consortium institutions. At ISE, the program is directed by Dr. Frederick S. Humphries, Vice-President. The curricular developments for the specific courses and evaluation of the program are provided by the following persons:

COURSE	ISE STAFF
English	Mr. Sloan Williams, Senior Program Associate Mrs. Carolyn Bins, Program Associate Miss Carole Dunn, Secretary
Social Science	Ms. Mary Brown, Senior Program Associate Dr. Al-Tony Gilmore, Program Associate Ms. Charlottie L. Simpson, Secretary
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Humanities	Mr. Clifford Johnson, Senior Program Associate Miss Marguerite Willett, Research Assistant
Philosophy	Dr. Conrad Snowden, Senior Program Associate Dr. Henry Olela, Program Associate Ms. Alma Ealy, Secretary

COURSE	ISE STAFF
Philosophy	Dr. Henry Olela, Program Associate Dr. Conrad Snowden, Consultant Mrs. Alma Ealy, Secretary
Counseling Evaluation	Dr. Gerald Durley, Senior Program Associate Dr. Joseph Turner, Senior Research Associate Mr. John Faxio, Research Assistant Mrs. Judith Rogers, Secretary

In addition, Miss Patricia Parrish serves as Executive Assistant to the Vice-President and Mrs. Joan Cooke serves as Secretary to the Vice-President.

The curriculum staff is assisted in the generation of new educational ideas and teaching strategies by teachers in the participating colleges and outside consultants. Each of the curriculum areas has its own advisory committee, with members drawn from distinguished scholars in the field but outside the program.

The number of colleges participating in the program has grown from the original thirteen of 1967 to nineteen in 1970. The original thirteen colleges are:

Alabama A and M University	Huntsville, Alabama
Bennett College	Greensboro, North Carolina
Bishop College	Dallas, Texas
Clark College	Atlanta, Georgia
Florida A & M University	Tallahassee, Florida
Jackson State College	Jackson, Mississippi
Lincoln University	Lincoln University, Pennsylvania
Norfolk State College	Norfolk Virginia
North Carolina A & T State University	Greensboro, North Carolina
Southern University	Baton Rouge, Louisiana
Talladega College	Talladega, Alabama
Tennessee A & T State University	Nashville, Tennessee
Voorhees College	Denmark, South Carolina

A fourteenth college joined this consortium in 1968, although it is still called the Thirteen-College Consortium. The fourteenth member is:

Mary Holmes Junior College	West Point, Mississippi

In 1970, five more colleges joined the effort although linking up as a separate consortium. The members of the Five-College Consortium are:

Elizabeth City State University	Elizabeth City, North Carolina
Fayetteville State University	Fayetteville, North Carolina
Langston University	Langston, Oklahoma
Saint Augustines College	Raleigh, North Carolina
Southern University	Shreveport, Louisiana
Texas Southern University	Houston, Texas

In 1971, eight more colleges joined the curriculum development effort as another consortium. The member schools of the Eight College Consortium are:

Alcorn A and M College	Lorman, Mississippi
Bethune-Cookman College	Daytona Beach, Florida
Grambling College	Grambling, Louisiana
Jarvis Christian College	Hawkins, Texas
LeMoyne-Owen College	Memphis, Tennessee
Southern University in New Orleans	New Orleans, Louisiana
University of Maryland, Eastern Shore	Princess Anne, Maryland
Virginia Union University	Richmond, Virginia

Seven additional colleges created still another consortium in 1972, entitled the Consortium for Curricular Change. These colleges are:

Coppin State College	Baltimore, Maryland
Huston-Tillotson College	Austin, Texas
Lincoln University	Jefferson City, Missouri
Mississippi Valley State College	Itta Bena, Mississippi
Shaw College	Detroit, Michigan
Bowie State College	Bowie, Maryland
Livingstone College	Salisbury, North Carolina

The Thirteen-College Curriculum Program has been supported by grants from:

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The National Science Foundation, Division of the Undergraduate Education
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INTRODUCTION

The 1972 Summer Conference for Counselors of the Institute for Services to Education, Thirteen College Curriculum Program was held at Newton College of the Sacred Heart, Newton Massachusetts during the period of June 25 through July 14, 1972. The general theme throughout the entire conference was three-fold in nature: (1) to introduce and develop the concept of the interdisciplinary approach across academic and administrative lines at the college and university level; (2) to present a vast array of counseling techniques which would enhance counselor skills in working with students; and (3) to instill within each counselor the vital role that he or she must play if the total curriculum program is to be successful. These three elements were placed under the umbrella of over-all morale building for the status of the counselors in the college consortia program.

SUMMER CONFERENCE OBJECTIVES AND INTENT

In analyzing each of the three elements previously mentioned, the goals and objectives of the summer workshop become apparent. The first objective was to demonstrate to each of the counselors present the role that the interdisciplinary approach to education had in the college curriculum program. The interdisciplinary approach automatically dictates that various academic disciplines must, in fact, share and exchange vital educational components which can be interchangeable or mutually beneficial for the disciplines involved. It further implies that a curriculum structured across academic disciplines would expose the student to a broad and varied educational base of experiences. For example, if a student were studying English it is quite conceivable that his English assignment could afford him the opportunity to delve into the philosophical realms of philosophy or it could raise many social issues of the day, at which time the persons in the social science area could respond from their viewpoint. This collective concept does not limit the student to perceiving his educational development in segments, but allows for a smooth inter-locking flow of experiences, which is the way life, in general, is structured (i.e. house note linked to taxes; taxes to income; income to clothes, car, etc.). One, in viewing this approach, will find difficulty in disputing its soundness and effectiveness; however, the implementaion of such a proposal is difficult for a variety of reasons, and these reasons are what we of the counseling summer workshop tried to demonstrate in defining the counselors' role within the academic structure.

Counselors have over the past few years, at all levels, been regarded as the person to send the student when all else fails; the disciplinarian,

the housing expert; the schedule "fixer"; and the grade sympathizer. These are extremely important functions, but the important missing element is that the counselor who by choice, design, or chance is the person who knows or should know the student best, unfortunately, in most instances is excluded from the actual academic classroom. It becomes apparent that the "Hub" of the various academic disciplines should be the student, and the key co-ordinator with that student is the counselor. The point is oft times made that the counselor does not understand the academic subject matter, and this may very well be true, however, as an example, the president of General Motors does not understand all the intricate parts or functions of each of his production models, but he does understand the general concept and with that he can effectively co-ordiante the efforts of the company. Likewise, the counselor emersed admidst the administration, the academic areas and the student, if properly recognized on campus, should be a vital organ in the co-ordination of the academic inter-disciplinary approach. This was one of the major objectives that was attempted and from all indications was accomplished at least, in instilling the interdisciplinery concept in the counselors.

The second major objective which was attempted during the summer workshop was to explore, with the assistance of a variety of consultants, the vast array of group and individual techniques of counseling. At no time during the workshop was there a total session using the "lecturing to technique"; instead, the counselors were an intergral part of each session. This was done to deliberately involve each person, in an effort to demonstrate how they could perform the same exercise on their own campuses. It was realized that there were no set styles or techniques that one counselor could impose upon another, but through a filtering process a counselor could derive his or her own style of effectiveness with the students.

Emphasis was placed on a broad exposure ranging from conservative approaches to radical points of view in counseling; however, the major thrust was to allow the counselor the opportunity to choose, from a talented pool of resources, that information that they felt they needed to do an effective job on their respective campuses.

The general state of the arts in counseling was the third objective which was the omnipresent undertone throughout the conference. What this refers to, simply stated, is -- how is counseling viewed nationally, as well as locally and what can realistically be done to improve and/or sustain that effort. During this entire developmental procedure, there were consultants and discussions on the political ramifications of counseling and the genuine need for counselors, in some instances, to challenge the establishment when it was for the benefit of the students. Complacent counselors have, for too long, been an actual retarding agent for young, creative, dynamic students. It was the intent in accomplishing this objective that the counselor become actively involved with parents, business, and community agencies in an attempt to rally all beneficial or potential persons who would assist the students in their total physio-psycho-socio-economical-educational developmental growth processess. It was generally felt and related to the ISE staff that the field trip, group discussions, and knowledgeable consultants were the prime factors in achieving this objective.

As was formerly stated these were merely three of the broad objectives; However, there were a number of sub-objectives which will become apparent in the section of this report which will reveiw the agenda. It must be understood that the counseling section of ISE has never been intentionly not developed, but as in any thriving developing company, a strong emphasis must be placed on research and evaluation in order to sustain its impact and thrust. This alignment of priorities tended to, in some instances,

alienate, and to some degree, cause low morale problems among the college consortia counselors. Realizing morale as a crucial part of any developing program, various programmatic structures were designed to assist in the unification and specification of the collective directional goals of the counseling program. It was felt that unification of purpose, and full-time co-operation and assistance from the Institute for Services to Education would diminish the morale factor, if not eliminate it. At the conclusion of the conference, the morale situation had greatly improved. In its place, the counselors had internalized a new definite willingness to return to their institutions and work diligently to sustain the momentum which had been established at the summer workshop.

THREE WEEKS IN RETROSPECT

On May 24 and 25, a group of five counselors representing the consortia group met in Washington with the ISE counseling staff to discuss the relevant topics and subject area which they felt would be most valuable to all counselors during the upcoming conference. At that time, many ideas were exchanged and many concepts explored. At the conclusion of the two day planning session, a skeletal structure for an agenda was created. From that structure the counseling division of ISE developed the following agenda and selected the consultants whom they felt had the interest of the counselor, and could present knowledgeably the data needed. The 1972 Summer Conference agenda is attached (See Appendix A.).

The following will be an analytical description of what transpired each day.

The First Week

Monday, June 26, 1972

Following the opening general orientation session, the counselors met at 1:30 p.m. with Dr. Freddie Groomes and Dr. Jack Gant for, what was to be, the beginning of a nine hour session in intergroup dynamics. The purpose for this initial lengthy session was to familiarize participants with one another and to break down barriers that possibly have been perceived among the separate consortia that make-up the Thirteen College Curriculum Program - 13-College Curriculum Program, 8-College Curriculum Program, 5-College Curriculum Program and the Consortium for Curriculum Change. It was felt that if we developed rapport the first night, the chances of cliques forming would be

minimal and the opportunity for freedom of individual expression would abound. Through a variety of exercises, the desired atmosphere was developed, and the foundation for an honest, open dialoque for the next three weeks, was accomplished.

Tuesday, June 27, 1972

After a general overview of the program by the new Senior Program Associate, Mr. Gerald L. Durley, Dr. Frederick S. Humphries, Vice-President, ISE presented a topic which the counselors felt was essential among their needs. His presentation centered around the actual role of the director in relationship to the expected role of the counselor. The presentation was well received and surfaced questions from the counselors which provided the basis for small group discussions which were to follow.

Wednesday, June 28, 1972

Dr. Benjamin Groomes, one of the origianl counselors with the program was on hand to share with the counselors the ins and outs of the ISE program as it relates to other offices on campus. He discussed the specifics of financial aid, housing, academic problems, recruitment, and social adjustment concerns. His presentation was highly informative and assisted many of the first year counselors in firming many of their philosophical rationales for counseling in the ISE program. A person of this calibre should be included in each year's general orientation phase.

Thursday, June 29, 1972

Mr. Marcus Bell, from the U.S. Office of Education, and Mr. David Mundell, assistant professor at Harvard University, presented to the consortia directors and counselors, an overview of the recently

signed Higher Education Bill. Their presentation was an in-depth analytical approach as to the implications and ramifications the bill will have on predominantly Black campuses. Very informative and necessary was the response from the participants. Counselors must keep politically abreast to many of the congressional acts that effect the lives of their students was the general concensus at the close of the presentation.

Friday, June 30, 1972

Dr. Cleveland Gay, head of the Counseling Department at Bishop College, engaged the entire group in a seminar as well as, exercises in group and individual awareness. His presentation allowed each counselor the opportunity to critically look at him/her-self and analyze the characteristics shown as to why we tend to stereotype persons and how stereotyping can eventually lead to the detriment of an effective counselor. An introspective person of this type should be included in each year's workshop to enable the counselors to reflect on many of their own biases.

The Second Week

Monday, July 3, 1972

With orientation week in the past and personal feelings having had the opportunity to present themselves it was time to forge ahead into the specifics of the conference. Mr. George Pruitt, Vice-president of Student Affairs at Morgan State, presented the concept of presenting new ideas into an established curriculum and/or administration. He very astutely demonstrated for the counselors the many problems of implementing new profiles of change and how that relationship will effect the total organizational plan of the school.

On this topic, discussion centered around the adversary role and raised the question as to how much can a counselor really afford to loose when attempting to "buck" the system. Thought provoking and mind expanding from the standpoint of where the counselor should be and what his/her specific functions should entail. Should be repeated.

Members from the Multi-Service Center of Roxbury, Massachusetts conducted a tour, co-ordinated by Mrs. Joy Jones, which visited the Matapan, Roxbury and North Dorchester sections of Boston. The tour included stops to various community based agencies among which, was a Spanish speaking operation that functioned very much like the Roxbury Multi-Service Center. The counselors obtained a feeling for the poverty in the north, as well as, the chance to see the economic housing discrimination patterns that still exist. It also afforded the opportunity to see and understand what community based operations can and will do in the way of providing service if approached.

Tuesday, July 4, 1972

Holiday.

Wednesday, July 5, 1972

Mr. Percy Wilson, director of the Multi-Service Center of Roxbury, Massachusetts conducted a sensitivity workshop via demonstration of group techniques. He brought to light through the involvement of each group member an entirely different group approach for surfacing concerns that individual students might have in a large group. This appraoch was refreshingly different allowing the counselor to choose yet another approach to group dynamics which could be used on their campuses.

Thursday, July 6, 1972

Interviewing techniques from a Black perspective were demonsrated by Dr. Cleo Abraham from the University of Massachusetts. Miss Beverly Hamilton and several persons from the Multi-Service Center of Roxbury, demonstrated through role playing situations the initial and subsequent interviews between counselor and student which might take place and brought out those things the counselor should regard as pertinent. The session was useful from the standpoint of viewing still another technique of interview counseling.

Friday, July 7, 1972

Mr. Charles Sweeney of the Veterans Administration shared some invaluable data with the participants on veteran benefits and educational opportunities for the returning veteran. After Mr. Sweeney, we again divided into groups of four to discuss the particular concerns (see Appendix B) of counselors on their respective campuses. The findings and solutions of the smaller groups were later shared with the total group and it was agreed that these findings be implemented during the academic year.

Mr. Olphie Franklin, Executive Director of the Putnam Childrens Center of Roxbury, added a tremendous amount of input to the total program by delving into "real" versus the "illusionment" of power from a counselor's point of view. Much insight was rendered here to allow the counselor to find exactly where on the political/ administrative scale he/she can best function.

The Third Week

Monday, July 10, 1972

Under the direction of Mr. John Faxio of ISE, Mr. Phil Rever and Mr. Terry Shapiro, from the American College Testing Service, an explanation was given of the tests being used by ISE, their implications, their interpretations, and what functions can be conducted by the counselors with the statistical data. The relationship between ISE and ACT in terms of tests and test times was also discussed. It was felt much more work in the future needed to be done in the area of test data utilization.

Mrs. Sara Fields, a counselor from LeMoyne-Owens College, presented a draft evaluation format which the ISE counseling section will adopt this fall for progress evaluation reports (see Appendix C).

Under the guidance of the consortia counselors, a newly formed counseling association was formed to assist with peer group technical assistance throughout the year. The new organization will be known as the National Association for Services to Students (see Appendix D and E). More details of its functions will be distributed during the year.

Tuesday, July 11, 1972

A group of para-professional teachers from the Boston area demonstrated in panel fashion, the problems of being accepted as an auxillary teacher by the established academic community. The point here, was to show the contrast between counselors being excepted in the classroom and para-professionals being accepted at certain schools.

Contrasting individual and group counseling was the assignment of Dr. Hiawatha Fountain, of Pittsburgh, who found himself in the

midst of a thoroughly enjoyable and enlightening session on counseling the student who "pimps" the society.

Dr. Eva Wanton, Foreign Student Advisor from Florida A. & M. University was quite informative and knowledgeable concerning foreign student counseling, as well as, the many benefits that are available for them and the problems involved in making mistakes with foreign embassies. This segment should be repeated as foreign students and culturally different students begin to enter predominantly Black colleges in greater numbers.

Wednesday, July 12, 1972

Dr. Wendel Lipscomb, a noted psychiatrist from Mendocino State Hospital in California presented one of the highlights of the conference. He was extremely well versed on drugs and alcholollsm plus his topic was one of a very timely nature. He explored, as much as time would allow, all the types of drugs available, what the overt signs of the drug's effects are, and what does one do or how does a counselor effectively handle the situation. More time was needed to discuss in-depth all of the ramifications involved with the drug user and his effect on school, family and community.

Thursday, July 13, 1972

Mr. Jack White, Vice-president of Optimum Computer Services was asked to bring into focus all that had been accomplished during the three week workshop and to organizationally design a structure to assist the counselors in implementing the vast amount of knowledge which they had received. His information was thorough and to the point. However, again, more time was needed to develop an in-depth management by objectives structure which could assist the counselors

in implementing their own programs and making decisions concerning the direction of the program.

Mr. Frank Walker, of Northern Illinois University, the last of the consultants, discussed the various methods of "real world" counseling when a student has had it with everything that represents structure. Mr. Walker's experience and manner of presentation places him in the category with some of the most informed persons dealing with crisis counseling in this country and was controversially received by the counselors. Controversal, in that oft times his proven techniques and philosophy were significantly different, yet he provided a base for excellent dialogue and growth.

Friday, July 14, 1972

The remainder of the small groups who had not given a presentation, presented their positions to ISE Senior Program Associate, Mr. Gerald L. Durley, and the other counselors for a session involving a mutual exchange of ideas, problems, and solutions. Many positions were stated as to the relationship of ISE to the college consortia and directions were indicated as to where the entire counseling program should go from here. The results of this final session were taken to Washington to be analized and a method of implemntation designed for the coming year.

This three-week summarization report should provide the reader with a specific idea of what transpired during the summer counseling workshop and, also, give him some insights into the intent of the ISE counseling program. The next section will concern itself specifically with the raw data received from the counselors as they responded to the Evaluation Questionnaire.

RAW DATA FROM ISE COUNSELING EVALUATION QUESTIONNAIRE

The following two sections will be a presentation of data collected directly from the ISE Counseling Evaluation Questionnaire (see Appendix F) which was distributed at the 1972 Summer Conference. There were forty-one participants registered for the three week workshop for counselors, however, five stayed for the first three or four days only, due to previous committments which were placed upon them by their institutions. The remaining thirty-six participants constituted the one hundred percent attendance pattern which developed during the workshop. There were twenty-eight completed questionnaires of the thrity-six participants because of the following reasons: (1) four participants had certain conflicting problems which warranted their leaving during the middle of the final week prior to the administering of the questionnaire: (2) three participants were actively engaged in the writing of the counseling manual and consequently were unable to attend most of the sessions, therefore they felt it would be unfair for them to complete the questionnaire; and (3) one participant, an administrator, felt he should not participante in the evaluation even thought he had attended every session. The initial five participants, the eight situations which were just explained, plus the twenty-eight returned questionnaires constituted the registered forty-one participants in the counselors summer workshop.

The two following sections are recorded from the responses of the participants just as they were written. It should be noted that no form of interpretation or editing has been done to these responses. The responses are in two parts: (1) the resonses to the multiple choice questions, and

(2) the responses to ppen-ended questions. The responses are direct results of the questions asked in the questionnaire.

The interpretation and summarization of this data will be in the following section.

Raw Data from Multiple-choice Section of the Questionnaire

How items ranked, from most frequent response to less frequent. Based on a return of 28 questionnaires.

93% of the participants thought that

1. the summer workshop was interesting
2. topics presented were interesting
3. resource person were knowledgeable of material
4. views presented at the workshop addressed themselves to real concerns

89% of the participants thought that

1. the summer workshop was informative
2. the co-ordinator was co-operative
3. the co-ordinator was effective as a co-ordinator.

82% of the participants thought that

1. ISE Counseling staff were co-operative

79% of the participants thought that

1. resource persons were concerned about counselor's and counseling efforts
2. ISE Counseling staff were congenial

75% of the participants thought that

1. the couneling co-ordinator understood counselor's needs, was flexible, and genuinely concerned about the future of counseling.

75% of the participants thought that (continued)

2. ISE Counseling staff were concerned about my benefiting as much as possible.
3. the applicability and/or transference to my campus what I have learned will take some creative planning.

71% of the participants thought that

1. the summer workshop was thought-provoking
2. resource persons were helpful as resource individuals
3. counseling co-ordinator had knowledge of material.

68% of the participants thought that

1. the summer workshop was useful
2. the workshop was planned with counselor's role in mind

57% of the participants thought that

1. the topics presented were directly to issues I needed

54% of the participants thought that

1. the work day was well-planned

50% of the participants thought that

1. the summer workshop increased my level of competency in counseling

39% of the participants thought that

1. the work day was too long
2. ISE counseling staff were extremely valuable and genuinely concerned about my needs
3. the applicability and/or transference to my campus what I learned will be definitely possible
4. the views presented at the workshop were exactly what were needed for counselors

36% of the participants thought that

1. the applicability and/or transference to my campus of what I have learned will not be difficult

32% of the participants thought that

1. topics presented were concise, incisive, and to the real point

29% of the participants thought that

1. the work day was over taxed with activities

14% of the participants thought that

1. the applicability and/or transference to my campus of what I have learned will be difficult

7% of the participants thought that

1. the resource persons were jiving in general rhetoric
2. the views presented at the workshop were too conservative, and did not apply to my situation

3.6% of the participants thought that

1. the topics presented were irrelevant, too varied, and too broad
2. the resource persons tended to ramble
3. the counseling co-ordinator was over-bearing, ineffective, inefficient, and inflexible
4. views presented at the workshop were too radical

The following items were not responded upon by any of the participants.

1. None of the participants thought the summer workshop was too short, boring, useless, just a vacation and did not meet my needs
2. No participant thought that resource person's were brash and unimaginative

3. No one saw the work day as confusing or ill-properly planned.
4. None saw the counseling co-ordinator as arrogant
5. ISE staff (counseling) were not cold and abrasive
6. None thought that the applicability and/or transference to my campus what I have learned will be impossible.

Raw Data from Open-end Section of Questionnaire

I. The weaknesses of the workshop were

A. accelerated pace

B. a bit crowded

C. the last week was too crowded in terms of work load

D. work day too long

E. not enought consideration for personal needs

F. few

G. too taxing

H. more small group exchange needed (group of 40 too large for full participation and benefit)
input from participating counselors in planning or revising agenda desirable

I. talents of certain counselor's are overlooked whereas others are used too often

J. no specific sessions addressed to the brand new counselor to ISE

K. the transportation to areas of interest and meetings

L. more actvities should have been geared for outside or off campus

M. not enought time spent on problems at particular schools; explanation of data gathered from various tests used and

how to interpret such data not presented in manner making it easy to understand

N. selection of consultants (more learned persons should have been called in)

O. Can't recall any weaknesses

P. not enough time to deal with specific types of student problems

no time for practical workshop

Q. housing arrangement prevented discussion groups from forming after hours without leaving the area.

R. days when speakers (more than once) were not co-ordinated on topics which caused a conflict of thoughts.

S. need to relate counseling effort to the discipline problems and philosophy of ISE.

II. <u>The strengths of the workshop were</u>

A. the broad spectrum of materials covered

B. well planned

C. the creative use of resources to produce desired effects

D. initial day - Very Good: Group Dynamics - Excellent

E. interesting consultants. co-ordinatio of activities

F. total involvement of activities

G. general counseling techniques; interaction of education to counseling and the realistic world

H. Some very good consultants, full utilization of the conference time

I. new program co-ordinator

J. very interesting and informative, group participation of most of the counselors with each other

K. counselor's

L. the cooperation of the participant's and ISE staff in seeing that the workshop was a success.

M. interesting selection of relevant informative materials from qualified presenters

N. opportunities given for exchange of ideas

O. Wide variety of experiences and exposures good coordination and leadership from Jerry Durley

P. comprehensive

III. I would have eliminated

A. so many encounter groups

B. nothing

C. the long day

D. testing presentation

E. changed content of "Interpretation of Tests and Statistical Data"

F. Dr. Ben Groomes

G. Phil Rever's assistant from American College Testing

H. counselor's being transfered to Pine Manor so much

I. some of the sessions to facilitate time for personal problems

J. the tour which should have been taken more than one afternoon: financial aid discussion of an unknown and unformed bill

K. data writer's workshop

IV. I would have included

A. sensitivity and encounter sessions

B. more field trips

C. Black history in Boston using local input to tie in ISE philosophy

D. a practicum with students preferably off campus. Films with interaction

E. workshops to deal with more specific problems; more inter-disciplinary activities

F. more Black consultant's

G. more sessions dealing with counseling of Black student's

H. student samples (invited some student's)

I. all counselor's with an input to the structure of the writing committee so that persons working with this committee would not miss good resource consultant's

J. sessions were veteran counselor's could advise beginners

K. a resource person on veneral diseases which present quite a problem on many campuses

L. more small group exchanges; more agenda input from participants

M. more interaction with administration

N. more visitations in other areas and experimental laboratories

O. more seminars and less sensitivity sessions

P. techniques of evaluation

Q. more seminars and less sensitivity sessions

R. a bit more role playing

S. a workshop for old (experienced) counselor's and less of the visitation to various disciplines

V. <u>The workshop participants appeared to</u>

A. informative and together

B. be really concerned

C. involved in the general needs of the counselor

D. interested and open

E. be competent for the most part

F. sincere and willing to learn

G. understand their materials

H. want to learn, but reluctant to ask questions that deal with controversal issues, accept individual differences, and deal with true feelings

I. enjoy and grow from and through the sessions

J. possess a commonality of purpose and concern for college student's

K. work as a group

L. more relaxed and down to earth with each other, and seemed to enjoy working together

M. maintain loyality to their cause which was to attend the sessions whether they be interesting relevant, or not.

N. cooperative and hard working

O. be interested in our activities, but we need to develop a feeling of togetherness. Some counselors failed to display a reasonable degree of expertise in counseling. Maybe I should say some of them did not act like college counselors.

VI. Most of the consultants in my opinion

A. were knowledgeable, although a couple seemed to be ego-tripping

B. very interesting

C. Very good. One of them was too far-out in his attitudes and counseling techniques. At times I had a feeling that he was saying something to feel us out to see if we were counselor's that were not afraid to think and speak out.

D. were concerned

E. were good, one or two boring

F. were well versed

G. were not needed

H. came across to the group with valuable information

I. informative

J. were helpful as resource persons

K. were well qualified for their thing

L. relevant

M. extremely competent

N. were anxious to do a good job

O. Black and competent

P. were very capable and prepared persons

VII. ISE should have

A. counselor consultants

B. counselors are just as vital to the program as the directors

C. made better provisions for transporting us to Pine Manor and seeing that we had a ride back

D. more cultural and transportation activities for participants

E. given us a clearer picture of what our specific responsibilities as ISE counselors will be (tests, reports, communication, etc.)

F. requested weekly evaluation and recommendations

G. more of their staff checking out the kinds of services provided by colleges accommodating the conference

H. included the directors in some of our sessions

I. done exactly what they did and are doing

J. included all areas of student services at the beginning of the program in order to work with the total environment

K. had more concern with individual problems and means of implementing ISE philosophy into the total program.

L. demanded that water (ice water) would be placed in each dormitory before we arrived. Some of our meals did not fulfill our appetite and needs.

M. held the conference on a Black college campus.

VIII. During the academic Year I will

A. use the information applicable to my situation

B. use some of the ideas

C. draw on what I have learned

D. strive to be more sensitive to the needs of our students, and more creative and innovative

E. try to co-ordinate more activities to enhance involvement with more areas

F. be able to start and run encounter groups from the experiences I encountered here.

G. try to do many things again that did not work last year

H. try to improve my ability as a counselor on my campus

I. try to use some of the information I was able to obtain while here and seek additional information to enhance my own program

J. work with awareness of how much there is to learn

K. keep in touch with group

L. be as innovative as possible

IX. ISE can assist me in the upcoming year by

A. explaining fully all communications, eliminate broad terminology and state in simple terms

B. sending information, an occasional visit

C. providing me with useful information needed by student with highly varying problems in effort to help pave a positive sense of direction

D. cooperating as much as possible

E. being a useful resource when problems and questions arise

F. getting me informed on various information at other schools and educational information plus visitations

G. following up with report of the workshops

H. being available as consultants, keeping me informed as to their expectations in time to submit reports, etc.

I. sending me any relevant brochures, research, etc., regarding counseling

J. sending someone to look over my program in counseling and offer me suggestions for improvement

K. Making available the names of consultants and some counselor workshops which might be taking place

L. keeping in touch

M. addressing itself to communicating the ISE philosophy from top to bottom of the entire structure and making use of the counselor/co-ordinator to do same

N. planning some real relevant evalua ion workshops. We should improve each year.

O. sending information early

X. The field trip was

A. interesting, informative, and it gave a good base for re-examining one's values

B. educational

C. depressing

D. enlightening

E. did not get what I should have from organizations

F. too short

G. very good

H. an experience

I. valuable because we have student's enrolled in the program from the state of Massachusetts

J. very worthwhile, eye-opening

K. too rushed

IX. We as a group tended to

A. harp on trivialities

B. work fairly close together, be concerend for the problems of other counselors

C. grow sensitive and aware of many of the students of whom we must assist

D. cooperate

E. show interest, take sides, pre-judge or stereotype, discourage some appraoches or points of view; want to deal with cognitive rather than affective

G. have fun, seek knowledge through sessions

H. attack the resource people; offer valuable information to 1st year counselors in ISE

I. be hostile and cliquish at first but work together "great" now

J. have the same goals - the concern of the individual student

K. react strongly in and out of the meeting

L. focus upon irrelevant issues too much

XII. We as Counselors need to

A. unite

B. search ourselves and work with our own problems; we need to continue to study, share ideas and grow academically, socially, etc.; we need to organize and get together

C. assess the needs, predict the problems and focus the resources of the group to manifest solutions

D. be alert and to read the message behind the behavior of the client.

E. become more communicative during the school year

F. become more desensitized

G. search further for new ways of dealing more effectively with students

H. look at ourselves as individuals more closely

I. work toward a common goal, keeping in mind the student is the core of the whole program

J. share success experiences and non-success experiences

K. become more open to some ideas which are different from our own

L. express true feelings be acceptant of individual differences; develop a tolerance for ambiguity; assume or expect that the participants are here for worthwhile purposes

M. be more decisive in our roles

N. know how to work with people

O. become more aware of our environment

XIII. Academic inter-disciplinary efforts on campus can be accomplished by

A. cooperating with the counselor

B. visitations, talking with discipline areas

C. joint cooperation of the various deans and department heads

D. better communication between faculties, counselor, and students

E. putting ourselves into the stream of things, support and advertise our program

F. tough - too many variables

G. cooperation and joint effort of regular campus personnel and program personnel

H. using some of the techniques and information collected from the summer conference

I. a good selling job of program and strong administrative backing

J. more involvement from behind the desk

K. cooperating with faculty and administration with course planning

L. include counselors on more planning committees

XIV. The teacher/counselor/student relationship should be

A. team work-counselor can serve as a laison person

B. similar in scope

C. get together often to talk about problems or aspirations

D. address itself to the specific needs of the student to

acquire the skills necessary to succeed, create an atmosphere for change in the whole educational structure

E. very open with the success of the student as its main objective

F. communicate understand, confidence, respect

G. work toward the development of a whole person

H. creative, innovative, seeking changes, goal oriented, concerned and communicative with each other

XV. At next year's summer workshop I would suggest that we

A. Have more participating activities, involving all counselors

B. send participants an agenda of the counselor activities; try not to cram too much into one day; allow a bit more time for reflection

C. have more varied sessions for shorter periods

D. investigate and follow-up an on-campus program and explore further possibilities

E. Plan a shorter work-day, even if it means lengthening the conference. Allow counselors to suggest input for consultants, etc. and resource people.

F. as counselors meet the entire six weeks, have lab workshops to include all other areas participating

G. continue to bring information to the new and old counselors

H. consider these evaluations in planning the agenda come prepared to deal with our concerns, experiences, successes, etc. as we have had during the year

I. all work together as a group with everyone sharing same status

J. have 30 minute rap sessions in some lounge, some evening; take several short evaluations during the workshop

K. go to another section of country

L. have better food and spend more time dealing with problems of counselors on their campus with directors present

M. distribute evaluation sheets as the conference progresses and not at the end because I do not feel that I can fully give an evaluation of what transpired because I can not remember all of the specifics

N. more evening entertainment activities

O. include practice of groups and one to one counseling; become more aware of what the other disciplines are doing; present some of our concerns to the other disciplines before they loose their viable enthusiasm.

P. have same kind of structured program as this one

Q. select the editorial committee and the Ad Hoc Committee to assist the writers. If possible the writers should have the opportunity to meet and write before the summer conference starts and present their rough draft during the conference. It will necessary for us to send copies of our reports and other writings to the chairman of the editorial committee by a pre-determined date.

SUMMARIZATION AND INTERPRETATION OF DATA

Part I

The summarization and interpretation of section one of the evaluation instrument (see Appendix G) will reflect the feelings and thoughts of the twenty-eight counselors that returned their questionnaire.

Ninety-three percent of the counselors felt that the summer workshop was very interesting and stimulating due partly to the variation of the topics which tended to center around the genuine concerns that effect counselors in their day to day settings with students. Over eighty percent of the particpants indicated the summer workshop was informative and that the resource persons who conducted many of the sessions were quite knowledgeable in their presentation, as well as, expressing a sincere concern for the counseling effort. It was the overwhelming opinion of the counselors that the summer workshop was planned with their interest in mind which provided for many of the "thought provoking sessions that occurred. Only one person indicated that there was an aire of rhetoric and that some of the presented views did not apply to a real situation. One respondent stated that the topics were irrelevant, too varied, too broad, and that the views presented were too radical. Specifically, the counselors, through their responses, were very pleased with the content material presented and its applicability and/or transferability to their respective campuses. Over fifty percent felt that because of the summer workshop, their personal level of competency in counseling had increased, while none of the participants stated that the workshop did not meet any of their needs.

In assessing the agenda and the pace of the workshop, there appeared to be a general verbal consensus that the pace was too accellerated and that there was not enought time for self-reflection or serious peer group dialoque. Another verbal indication was that some of the "efficient" resource persons did not have sufficient time to develop their point of view as in-depth as they would have preferred. Fifty-four percent of the participants thought that the day was well planned while thirty-nine percent gave indication of the work day being too lengthy. Twenty-nine percent revealed the fact that the work day was over taxed with activities, yet no one felt the conference was confusing or ill-properly planned. On the topic of the length of the conference, there was no indication as to any dissatisfaction with the three week time period allotted. There were no serious complaints concerning living accommodations, classroom facilities, or food conditions, however, verbal assessment indicated a desire to reside on the campus of the Pine Manor College if the conference were to be held in the Newton area in the future.

In assessing the Institute for Services to Education's staff, over eighty percent of the participants felt the counseling staff was co-operative, congenial, were non-abrasive, and above all expressed a sincere concern for providing the counselor with anything he or she might need to further their learning experience. There were no reported incidents of overt hostile feelings between the counseling staff and the counselors. Eighty-nine percent viewed the counseling co-ordinator as effective and co-operative; while, seventy-five percent indicated that the co-ordinator understood the counselor's needs and that he was flexible and expressed a genuine concern about the future of counseling. One opinion expressed concerning the co-ordinator was that he was over-bearing, ineffective, inefficient, and

inflexible. The ISE counseling staff was regarded by the summer counseling workshop participants as being very effective in creating and sustaining a professional educational environment which was conducive for an in-depth inter-play for learning to transpire.

Part II

To avoid the the mistake of redundancy, the responses formulated in this section will be the expressed general opinion to the open-ended questions on the Evaluation Questionnaire. The responses have been recorded exactly as they were reported on the questionnaire to maintain the intent of the respondent as stated.(see pages 18-30 of this report). It is felt that the answers to the questions amply demonstrate the diverse opinions and give a genuine indication of the conference participants' reactions. The interpretation of these particular questions would lend itself toward subjective documentation, therefore, the data will be presented as it has been reported. Many of the responses which will be reported in the following section will address themselves to the formulation of directional objectives.

This summarization coupled with the raw data in the preceeding section should render a concise picture as to the impact the summer conference had on the counselors. The next section will address itself to the projection of the counseling division of ISE; the possible changes in next years workshop as based on this years responses; and a brief discussion on two major accomplishments which occurred during the summer workshop.

DIRECTIONAL OBJECTIVES FOR THE ISE COUNSELING PROGRAM

After reviewing, analizing, and recording the verbal opinions, and the non-verbal expressions, as well as, the results of the ISE counseling Evaluation Questionnaire, there are a variety of future directional projections that should be discussed in this section. An attempt will be made to extract the vital elements that were surfaced at the co nselors' summer workshop and will address itself to three broad areas: (1) programmatic objectives; (2) revelations of 1972 summer workshop which have direct implications for the academic and summer conference of 1973; and (3) the independent work of two sub-groups at the conference.

Programmatic Objectives

Communication of all shapes and forms will be the key word which will be paramount for the ISE Counseling section throughout 1972-73. The data from the workshop revealed that one of the weakest areas in past years has been in communication both at the peer group counselor level, as well as, at the level between the university and ISE. The first objective will be to bridge the gap of poor communication by employing the following techniques. There will be two specific types of direct communication, one will be site visitations by an ISE staff member or and ISE consultant, and the other a telephone call either placed by ISE counseling section or the counselor at the university.

The site visits will center around-lending needed technical assistance, as contrasted to, checking to see if specific tasks are being completed. Technical assistance forms are being designed now and will be distributed to all counselors, thus affording them the opportunity to write

out their problem and send it to ISE, the ISE counselor will, in turn, recepricate with the best possible assistance. The telephone will be the ever present umbilical cord for assistance, news, exchange of data, or general personal conversations.

It is hoped that a counselors' newsletter will be developed on a monthly basis. This letter will contain articles written by ISE counselors, case histories of techniques and methods being used by counselors', exchanges of data between counselors; listings of possible occupational opportunities; stories of success and failures in counseling; recent articles, books, films, etc.; and a variety of interesting tidbits which can assist the counselor in doing the best possible job. The success of this newsletter will depend largely on the co-operation received from the counselors, because the newsletter will be viewed as their avenue of expression.

Realizing the fact that fiscal constraints restrict regular national meetings, hopefully a peer group regional counseling concept will emerge. This can be envisioned as several counselors from adjacent states coming together for mutual exchange of techniques, ideas and professional growth. The National Association for Student Services, which will be discussed later, will play a key role in this effort. The information gathered regionally can be fed into the counseling section of ISE where national dissemination can occur to all counselors.

Another extremely important area of development will be an evaluation data feedback system. Hopefully, in 1973 the data that is sent to the ISE evaluation division will be recorded, correlated and dispersed to the counselors, so that the data can be used in making decisions and projecting programmatic objectives. Evaluation data should be viewed as viable information constantly being used, not something to be shelved for an end

of the year report. The In-Put/Out-Put mechanisms will be under discussion early in the fall.

Because there are a multiplicity of different needs on various campuses there needs to be a cadre of multi-talented resource persons to assist in alleviating the causes to the problems of the counselors. It would appear that a diversely talented team of "on-call" technicians need be developed. The National Technical Assistance Team concept will be the act of employing, if needed, the services of persons with special skills. This idea will also be on the fall drawing board.

These are the avenues which will be vigorously pursued in an attempt to eliminate the concern for poor communication.

1972 Findings Reveal 1973 Insights

The 1972 counseling workshop evaluation data revealed one major concern that, hopefully, will be remedied in 1973. A majority of persons felt the workshops were so intellectually stimulating that more time was needed to reflect and digest much of what was discussed. The rationale for the 1972 summer conference was to explore, with counselors, many aspects of counseling and stimulate persons to return to their campuses with a different, inspirational zeal. Next year's conference will contain: (1) more writing workshops which will concern themselves with definite issues and problems that have occurred during the year; (2) a strong emphasis will be placed on peer counselor demonstrations of techniques which have been experienced (3) a concentration on structured and non-structured "topic" dialoque sessions; (4) thought provoking sessions on books, movies, and recent articles; (5) a very important change will be to develop a counseling demonstration to be presented to the academic disciplines; and (6) time need be set aside for a workshop between counselors and directors.

From all indications these are the areas of concern which have surfaced and are high among priorities to be improved for next year. There will be input during the entire year from the counselors, as far as adding or subtracting from the developing 1973 counseling conference agenda. The 1972 workshop was certainly a stimulating conference which has concretely laid the foundation for the building of a successful ISE counseling program for the present and future.

Two-Sub Groups at the Conference

Conferences are always strengthened by constructive diversification among its participants. The 1972 summer workshop revealed this statement to be true. Two sub-groups of counselors from the program were working simultaneously on two extremely vital elements of the total program.

The first was the six member editorial committee which assumed the awesome task of designing and writing a practical, yet thorough, handbook for counselors. The handbook should be viewed as a useful tool for the counselor in assisting to develope their counseling program. This group worked day and night to complete their task and by the conclus of the three week conference they had a working document. The committee chairman later forwarded an excellent draft to ISE for editing. This handbook will be the counselor's bible and should be in each counselors hand before the fall term begins.

The second group was a group of counselors who felt the surging need to communicate and assist one another on an around the year basis. This group realized the fact that just a summer workshop or a periodic visit from Washington was not enough; therefore, they organized and officially launched the National Association for Services to Students. All of the

officers are ISE counselors, as is most of the membership; however, it has been strongly indicated that an effort is in progress to actively recruit non-ISE counselors nad teachers in an attempt to provide greater assistance for the student. The ISE counseling section will work very close with this organization and will render technical assistance when requested. (See Appendix D and E.)

SUMMARIZATION

The Institute for Services to Education, 1972 Counselor Summer Workshop saw a diverse group of people from thirty-six different predominantly Black colleges converge on a Massachusetts campus with one prime objective in mind. All of the participants wanted to acquire new skills to assist them in working more effectively with and for the student. There were as many approaches to achieving the objective as there were people. However, a unifying force known as concern and dedication welded the participants together and they succeeded in accomplishing their goal.

The conference was a success for a variety of reasons: (1) morale was greatly improved; (2) over-all programmatic directions were more clearly defined; (3) new techniques were presented; (4) different points of view were presented and discussed; (5) renewing and meeting new acquaintances; and (6) parting with a unified goal of dedicating all energies to improving the educational advantages of students, and especially those students in predominantly Black colleges and universities.

APPENDIX

Appendix A

1972 ISE SUMMER CONFERENCE

Newton College of the Sacred Heart
Newton, Massachusetts
Stuart Hall, 2nd Floor

Counselors Workshop Agenda

Monday, June 26, 1972		Presenter
9:00a.m. - 12:00noon	General Plenary Session	Dr. Elias Blake
1:00p.m. - 1:15p.m.	Introduction to 1972 Summer Workshop	Mr. Gerald Durley
1:30p.m. - 5:00p.m.	Intergroup Dynamics	Dr. Freddie Groomes Dr. Jack Gant
6:00p.m. - 7:00p.m.	Dinner (In Group)	Faculty Dinning Room
7:00p.m. - 10:00p.m.	Intergroup Dynamics	Continued
Tuesday, June 27, 1972		
10:00a.m. - 11:00a.m.	Overview of Workshop 1. Agenda 2. Purpose or Objectives 3. Division of groups for orientation	Mr. Gerald Durley
11:00a.m. - 12:00noon	Director's Concept of the Counselors Role	Dr. Frederick Humphries
1:00p.m. - 5:30p.m.	General Orientation	ISE Staff
Wednesday, June 28, 1972		
9:00a.m. - 12:00noon	Orientation to the Counseling Program	Dr. Benjamin Groomes
1:00p.m. - 5:30p.m.	General Orientation	ISE Staff
Thursday, June 29, 1972		
9:00a.m. - 12:00noon	Explanation of the New Financial Aid Bill	Dr. David Mundell Mr. Marcus Bell Dr. Benjamin Groomes
1:00p.m. - 5:30p.m.	General Orientation	ISE Staff

Friday, June 30, 1972		
9:00a.m. - 12:00noon	Exercises in Inter-personal Relations	Dr. Cleveland Gay
1:00p.m. - 5:30p.m.	" "	
	SECOND WEEK	
Monday, July 3, 1972		
9:00a.m. - 10:30a.m.	The Relationship of Counseling to the Entire Academic Program Implementing New Ideas Against the Establishment	Mr. George Pruitt
11:00a.m. - 12:30p.m.	Problems Facing Implementation of New Approaches on Campus	Consortia Counselors
1:30p.m. - 6:00p.m.	Field Trip Street Academy Model Cities Adult Education Program Spanish Alliance Roxbury Multi-Service Center Roxbury Community College Advisory Board	Mrs. Joy Jones(co-ordinator)
Tuesday, July 4, 1972		
	H O L I D A Y	
Wednesday, July 5, 1972		
9:00a.m. - 12:00noon	Demonstration of Various Methods of Group Techniques	Mr. Percy Wilson
1:00p.m. - 3:00p.m.	Practicum Model for Group Techniques and Methods	Miss Beverly Hamilton Mrs. Marlene Y. MacLeish Mr. Stephen A. Bell
3:00p.m. - 5:30p.m.	Small Group Workshops - Problem Discussion	
Thursday, July 6, 1972		
9:00a.m. - 12:00noon	Interviewing From a Black Interviewer's Perspective	Dr. Cleo Abraham
1:00p.m. - 3:00p.m.	Implementing Use of Skills	
3:00p.m. - 5:30p.m.	Movie - "The Black Solider"	

Friday, July 7, 1972		
9:00a.m. - 10:30a.m.	Counseling and Benefits for the Returning Veteran	Mr. Charles Sweeney
10:45a.m. - 12:00noon	Small Group Workshops	
1:00p.m. - 4:30p.m.	Political Realities of Wholistic Counseling	Mr. Olphie Franklin
	THIRD WEEK	
Monday, July 10, 1972		
9:00a.m. - 12:00noon	Interpretation of Tests and Statistical Data	Mr. Phil Rever Mr. Terry Shapiro Mr. John Faxio
1:00p.m. - 3:15p.m.	Data Writer's Workshop	Mrs. Sara Fields
3:30p.m. - 5:00p.m.	Need for Organizing a Professional Organization and Realizing Affiliations	Mr. Charles Davis
Tuesday, July 11, 1972		
9:00a.m. - 12:00noon	Using Para-professionals (panel of para-professionals)	Mr. Frank Jones Mrs. Elaine B. Sutherland Mr. Herbert Caldwell Mr. Lincoln D. Chandler
1:00p.m. - 3:00p.m.	Contrast Between Individualized and Group Counseling Approaches	Dr. Hiawatha Fountain
3:00p.m. - 5:00p.m.	Multi-Cultural and Bi-Lingual Counseling	Dr. Eva Wanton
Wednesday, July 12, 1972		
9:00a.m. - 12:00noon	Understanding and Counseling the Drug Abuser	Dr. Wendall Lipscomb
1:00p.m. - 2:45p.m.	See Above	
3:00p.m. - 5:00p.m.	Teacher/Counselor/Student Relationship	Dr. Hiawatha Fountain
Thursday, July 13, 1972		
9:00a.m. - 12:00noon	Organizational Planning	

Thursday, July 13, 1972		
9:00a.m. - 12:00noon	Organizational Planning and Conceptual Thinking	Mr. Jack White
1:00p.m. - 2:45p.m.	Workshop in Planning and Conceptual Thinking	
3:00p.m. - 5:00p.m.	Crisis, Prevention, and Termination Counseling	Mr. Frank Walker
Friday, July 14, 1972		
10:00a.m. - 12:00noon	Where to from Here with ISE's Counseling Division	Mr. Gerald Durley
1:00p.m. - 3:00p.m.	Summarization Reports	

Appendix B

CONCERNS FOR COUNSELING GROUPS

1. Working with and through administration constraints.
2. Definition of the counselor's role and the role of the ISE staff.
3. Develop communication patterns across departmental lines.
4. Assistance in developing method for my smoothly co-ordinating activities.
5. Re-structing myth that counseling center is for disciplinary reasons.
6. Developing relationship with financial aid and admission offices.
7. Increasing budget.
8. How can ISE Counselors successfully relate things they have learned at this conference to other counselors who will work with ISE students.
9. How to develop a freshman counseling program around a pre-existing program which does not address itself to the needs of students.
10. What has or will ISE do in supporting counseling programs on the individual campuses.
11. Suggestions on improving the teacher/student relationship.
12. Group Counseling - How can students be motivated to voluntarily participate in groups and have the "patience" to "wait" for a group to develop.
13. Educational and Vocational Information and Testing - How can this information best be dispensed to students - central location, individual counselors have full set of materials and extensive knowledge, combined approach, or each counselor an "expert" on one particular aspect?
14. Individual Counseling - Set appointments and/or drop-in? Voluntary or required counseling sessions with program students?
15. Professional growth through counselors' sharing of ideas - How can this be effectively achieved and/or structured?

Appendix C

Counselor Evaluation Report Format

I. Cover Sheet
   - A. Name of Institution
   - B. Name of Counselor
   - C. Date
   - D. Other Pertinent Data

II. Table of Content (with numbered pages)

III. Statement of Objectives

IV. Demographic Data

V.

V. Organizational Structure of Institution and Counseling Section

VI. Methodology of Administrative and Counseling Approaches

VII. Statistical Data

VIII. Program Data
   - A. Define Strengths and Accomplishments of Program
   - B. Define Weaknesses and Unaccomplishments of Program With Statements as to the Why
   - C. Depict Problematic Areas of Program

IX. Statement of Milestones
   - A. What is Planned for Future
   - B. How Will It Be Implemented

Appendix D

FOR IMMEDIATE RELEASE

News Release July 14, 1972

A national organization was formed as a result of the Institute for Services to Education Counselors' Summer Conference which was held on the campus of Newton College of the Sacred Heart in Newton, Mass.

A need for a national organization of Black counselors and student personnel workers fostered the birth of the National Association for Services to Students (NASS). The organization is concerned about the absence of sufficient attention placed on the problems of the Black student in transition as he relates to the higher education community and society.

The purposes of the National Association for Services to Students are to create a viable professional structure which concerns itself with constructive educational changes; to investigate and assist counselors and agencies who work with culturally different students; and to provide avenues for professional growth in the areas of career opportunities, educational advancement, and increasing the number of black publications.

Membership is open to all individuals who work in the area of student services. Formation of the organization was widely accepted and hailed as a landmark decision on the part of concerned professionals from forty predominately Black colleges and universities.

Appendix E

Proposed Constitution for Organization

Article I. Name

The name of this organization shall be

Article II. Purpose

The purpose of this organization is to create a viable professional structure which concerns itself with constructive educational changes; investigates, aids and assists those entities affecting counselors and agencies who work with culturally different students; and to provide avenues for professional growth in the areas of career opportunities, educational advancement, and publications.

Article III. Membership

Membership in this organization shall consist of

1. persons who are serving in the capacity of guidance counseling and student services (such applicants to be approved by the Membership Committee)

2. paraprofessionals who have demonstrated an expertise in the area of student services (such applicants to be approved by the executive council).

Article IV. Officers

The officers of this organization shall be: President, Vice President, Vice President for Development; Recording Secretary; Corresponding Secretary; Treasurer; Editor; Parliamentarian. These persons, in addition to five (5) Regional Directors, shall constitute the Executive Council.

Article V. Meetings and Quorum

Section 1. Regular annual meetings shall be held once per year on the last Thrusday in February and shall extend not longer than three days. Each Regional Director shall notify persons within his region at least 60 days prior to the national convention.

Section 2. 51% of the members in good standing shall constitute a quorum for the transaction of business.

Section 3. Meetings of the Executive Council shall be held at least once per year and shall be called by the President. Notice must be given 60 days in advance of the meeting.

Article VI. Amendment.

This constitution may be amended at any meeting of the national organization by a 2/3 vote of a quorum being present. Members desiring to submit proposed amendments must forward same to the constitution committee at least 60 days prior to meeting of the national organization. The constitution committee must send a list of proposed amendments to all members one month before the national convention is to be held.

BY-LAWS

Article I. Duties of Officers

Section 1. It shall be the duty of the President to preside at all meetings of the national organization and perform all the duties usually pertaining to his office. The president shall be an ex-officio member of all committees.

Section 2. In the absence or disability of the President, the Vice-President shall perform all the duties of the President. The Vice-President shall be chairman of the membership committee.

Section 3. It shall be the duty of the Vice-President for Development to:

1. be a laison between this organization and other organizations
2. to seek private, federal, and state funds
3. to coordinate the drafting of proposals for funding
4. to maintain complete and up-to-date information on funding agencies and resource persons

Section 4. It shall be the duty of the Recording Secretary to keep minutes of all proceedings of the organization and record the same.

Section 5. It shall be the duty of the Corresponding Secretary to give notice of all meetings, notify officers of election, and send the names of newly elected officers to the Treasurer and perform such other duties as his office may require. The corresponding Secretary shall serve as Secretary to the Executive Council.

Section 6. It shall be the duty of the Treasurer to receive and safely deposit all funds (or money) of the national organization and pay out same only on order of the Executive Council. He shall make an annual report of receipts and disbursements. All checks shall be signed by the President, Treasurer, and Recording Secretary. The Treasurer shall be bonded.

Section 7. It shall be the duty of the Editor to:

1. collect and compile research of individual members for dissemination
2. publish a bi-annual news letter to be sent to members of the organization.
3. keep up with pertinent research information.

Section 8. It shall be the duty of the Parliamentarian to see that meetings are conducted in an orderly and proper manner. Robert's Rules of Order shall be the parliamentary authority on all matters

Article II. Election of Officers

Section 1. The nominating committee shall submit a slate of officers to the national body at the national convention.

Section 2. All officers shall be elected by secret ballot every odd year and assume office at the close of the Fiscal year. Fiscal year shall end July 1.

Section 3. No member shall hold the same office more than twice in succession, and filling an unexpired term shall not be considered a term in office.

Article III. Dues

Dues for this organization shall be $10.00 per year. Membership expires at the end of the Fiscal year.

Article IV. Regional Meetings

Each region shall meet at least once per year prior to the national convention. Time and place shall be determined by the members of the region. This meeting should not last more than one day.

Article V. Committees

Section 1. This organization shall consist of the following committees: nominating; social; program; planning; constitution; membership; budget; and ethics.

Section 2. It shall be the function of the nominating committee to submit names of candidates for office to the general body. This committee is to be composed of one representative from each region.

Section 3. It shall be the duty of the social committee to be responsible for social activities during the national convention. This committee shall be composed of members of the host region selected by the region. Social activities will be limited to the amount paid at registration.

Section 4. It shall be the duty of the Program Committee to choose consultants and speakers for the national convention, subject to approval by the Executive Council. This committee shall be composed of members of the host region.

Section 5. It shall be the duty of the Planning Committee to develop a long range program for implementation of goals of the organization. Immediate needs and objectives should not exceed long range goals. The Vice-President for Development shall be chairman of this committee and the committee shall be composed of the Regional Directors and the Treasurer.

Section 6. The Consitution Committee shall be a special committee appointed by the President. It shall be the duty of this committee to draw up a constitution and by-laws and compile proposed amendments for submission to the general membership.

Section 7. It shall be the duty of the membership committee to review and approve membership applications based on the criteria established in the constitution. The Vice-President shall be chairman of this committee. This committee shall be responsible for compiling a list of members in a directory.

Section 8. It shall be the function of the Budget Committee to submit an annual budget for the national organization to the Executive Council before the beginning of the Fiscal year. The Treasurer shall be a member of this committee.

Section 9. It shall be the duty of the Ethics committee to review and make recommendations to the Executive Council regarding such matters as:

1. those which would violate the constitution
2. legal reprisals
3. disputes between members and disputes between members and the organization.

Section 10. It shall be the duty of the Time and Place Committee to decide where and when the national convention will be held.

Section 11. The President shall be empowered to appoint such special committees as he deems needful at any time.

Article V. Amendment of By-laws

These by-laws may be amended by a vote of 2/3 of a quorum being present.

Appendix F

MEMORANDUM

TO: ISE SUMMER WORKSHOP PARTICIPANTS

FROM: Jerry Durley

RE: Evaluation of the 1972 Counselors' Workshop

EVALUATION FORM FOR 1972 COUNSELORS' WORKSHOP

Please check as many as needed

1. In general, the summer workshop was

___a. Informative
___b. Interesting
___c. Too Short
___d. Boring
___e. Useless
___f. Thought-provoking
___g. Useful
___h. Increased my level of competency in counseling
___i. Just a vacation
___j. Did not meet my needs

2. The topics presented were

___a. Directly to issues I needed
___b. Interesting
___c. Irrelevant
___d. Too varied
___e. Too broad
___f. Concise, incisive, and to the real point

3. The resource persons were

___a. Knowledgeable of material
___b. Brash and unimaginative
___c. Concerned about counselors and counseling efforts
___d. Tended to ramble
___e. Helpful as resource individuals
___f. Jiving in general rhetoric

4. The work day was

___a. Too long
___b. Well-planned
___c. Over taxed with activities
___d. Confusing
___e. Ill-properly planned
___f. Planned with counselor's role in mind

Workshop Evaluation Form
Page 2

5. The counseling co-ordinator was

___a. Over-bearing
___b. Arrogant
___c. Understood counselor's need
___d. Co-operative
___e. Knowledge of material
___f. Ineffective
___g. Inefficient
___h. Flexible
___i. Inflexible
___j. Genuinely concerned about the future of Counseling
___k. Effective as a co-ordinator

6. The ISE Counseling staff were

___a. Congenial
___b. Cold and abrasive
___c. Extremely valuable
___d. Co-operative
___e. Concerned about my benefiting as much as possible
___f. Genuinely concerned about my needs

7. The applicability and/or transference to my campus what I have learned will be

___a. Not difficult
___b. Difficult
___c. Impossible
___d. Will take some creative planning
___e. Definitely possible

8. The views presented at the workshop were

___a. Too conservative
___b. Too radical
___c. Did not apply to my situation
___d. Exactly what were needed for counselors
___e. Address themselves to real concerns

Workshop Evaluation Form
Page 3

Complete Sentences (Use attached sheet if needed)

1. The weaknesses of the workshop were

2. The strengths of the workshop were

3. I would have eliminated

4. I would have included

5. The workshop participant's appeared to

6. Most of the consultants in my opinion

7. ISE should have

8. During my academic year I will -

9. ISE can assist me in the upcoming year by

10. The field trip was

11. We as a group tending to

Workshop Evaluation Form
Page 4

12. We as counselors need to

13. Academic inter-disciplinary efforts on campus can be accomplished by

14. The teacher/counselor/student relationship should be
(What should the team do)

15. At next year's summer workshop I would suggest that we

Thank you for making this not only an enlightening summer experience for me and my staff, but for creating an atmosphere of mutual friendship and enjoyment. I am looking forward to a creative, productive 1972-73.

Appendix G

MEMORANDUM

TO: ISE SUMMER WORKSHOP PARTICIPANTS

FROM: Jerry Durley

RE: Evaluation of the 1972 Counselors' Workshop (with percentages)

EVALUATION FORM FOR 1972 COUNSELORS' WORKSHOP

Please check as many as needed

1. In general, the summer workshop was

89% a. Informative
93% b. Interesting
__ c. Too Short
__ d. Boring
__ e. Useless
71% f. Thought-provoking
68% g. Useful
50% h. Increased my leve of competency in counseling
__ i. Just a vacation
__ j. Did not meet my needs

2. The topics presented were

57% a. Directly to issues I needed
93% b. Interesting
3.6% c. Irrelevant
3.6% e. Too broad
3.2% f. Concise, incisive, and to the real point

3. The resource persons were

93% a. Knowledgeable of material
__ b. Brash and unimaginative
79% c. Concerned about counselors and counseling efforts
3.6% d. Tended to ramble
71% e. Helpful as resource individuals
7% f. Jiving in general rhetoric

4. The work day was

39% a. Too long
54% b. Well-planned
29% c. Over taxed with activities
__ d. Confusing
__ e. Ill-properly planned
__ f. Planned with counselor's role in mind

Workshop Evaluation
Page 2

5. The counseling co-ordinator was

3.6% a. Over-bearing
___ b. Arrogant
75% c. Understood counselor's needs
89% d. Co-operative
71% e. Knowledge of material
3.6% f. Ineffecient
3.6% g. Ineffecient
75% h. Flexible
3.6% i. Inflexible
75% j. Genuinely concerned abou the future of Counseling
89% k. Effective as a co-ordinator

6. The ISE Counseling staff were

79% a. Congenial
___ b. Cold and abrasive
39% c. Extremely valuable
82% d. Co-operative
75% e. Concerned about my benefiting as much as possible
39% f. Genuinely concerned about my needs

7. The applicability and/or transference to my campus what I have learned will be

36% a. Not difficult
14% b. Difficult
___ c. Impossible
75% d. Will take some creative planning
39% e. Definitely possible

8. The views presented at the workshop were

7% a. Too conservative
3.6% b. Too radical
7% c. Did not apply to my situation
___ d. Exactly what were needed for counselors
___ e. Address themselves to real concerns

*The percentages indicated are based on a return of 28 Evaluation Forms

Appendix H

SUMMER WORKSHOP FOR CONSORTIA COUNSELORS

The Institute for Services to Education is a private, non-profit corporation devoted to the principle that education today requires a fresh examination of what is worth teaching and how it might be taught more effectively.

ISE was established in 1964 and incorporated in 1965. It is headed by teachers who formerly taught in Black colleges. The staff is biracial. ISE works with other educational institutions under grants from government agencies and private foundations. It undertakes program development, conducts educational research, and surveys, and performs managerial tasks for new groupings of people, agencies, and institutions interested in new educational ideas and new approaches to solving old problems.

The college consortia is a massive and strikingly new (i.e. 4 years) kind of curriculum program that addresses itself to the curriculum needs of freshman and sophomores in predominantly Black colleges, and through this curriculum and its development seeks to effect educational change within the institutions participating in the program. It is a body of materials and teaching strategies developed cooperatively by working classroom teachers and counselors who have long experience in the college teaching of Black youth.

For the past four years, there has been a counseling seminar or workshop conducted simultaneously with the academic curriculum areas. These workshops formed the nucleus for much of the initial groundwork which proved to be necessary for a program of this magnitude. The counselor examined and researched in depth such topics as selective admissions criteria, recruitment and positive orientation approaches, testing and tests, as well as delved into their own personal and professional developmental patterns. A variety of sessions during the workshops concerned themselves with current social issues of the day.

The 1972 summer workshop for the thirty-six counselors from predominantly Black colleges and universities should be the zenith of four hard long years of work. This is why you were handpicked for the task which will be outlined on the attached sheet. You were selected first because it was felt you have a sincere commitment to improving or changing totally, many current day concepts in education and secondly because of the expertise which you possess in your particular discipline. This commitment and expertise coupled with a desire to serve are the necessary basic elements that are essential to assist Black counselors in the difficult task of working collectively with teachers, administrators, parents, etc., to create a milieu conducive to produce creative, motivated and productive Black citizens.

Our total approach for this year's workshop will focus around the concept that counseling must be regarded, received, and implemented into any and every aspect that touches the student's life. The wholistic approach to counseling is far from new, however, its impact has strongly been felt whenever progressive thinking educators have implemented their concepts. We shall atempt in the upcoming workshop to, in fact, start the comprehensive educational environmental design for students on predominately Black colleges and universities.

Briefly, the three week work sessions will cross all academic boundaries and will consist of a variety of experiences. The following is a laundry list of topics which you and other dedicated persons from around the country will be bringing into the Boston area.

I. Orientation

Introducing new counselors to the concepts and ideologies of the consortia idea, as well as exposing them to the invaluable experience of the seasoned counselor. This period will also afford the opportunity to reflect and revitalize their frames of reference.

II. Interpersonal Group Dynamics

There are a variety of persons and tasks for this section, however, for brevity, at this point, it is felt that once you have received the conference packet materials certain of these broad topics will be more specifically defined.

Relationships Between Counselor and

A. Administration/Faculty/Staff
B. Students/Parents
C. Campus Services
D. Community Service Agencies

IV. Techniques and Skills

A. Interviewing Techniques

1. Individual Counseling
2. Group Counseling

B. Veteran Counseling
C. Vocational Counseling
D. Testing and Test Interpretation
E. Research Methods
F. Interpretation and Writing or Statistical Data
G. Bi-Lingual and Bi-Cultural Counseling
H. Integration Counseling
I. Counseling the Drug Offenders

V. Service Areas and Related Fields

A. Job Development and Placement
B. Exploration of Community resources as they relate to student needs
C. Politics of Survival for:

1. Students
2. Counselors

D. Understanding of professional organizations and their affiliates, plus their political implications

VI. Experiences

A. Movies
B. Field Trips
C. Practicum Workshops

1. Writing
2. Counseling

This should give you an over-all view of the type of total projection which is being attempted. The rendering of your time, skill, and effort will always be remembered by those of us, in the counseling area, who are genuinely concerned with immediate benefits for students.

Please find attached a brief letter expressing in general what you can do to provide not only the technical assistance, but how you can assist us in developing a more cohesive, smooth operating workshop.

JERRY DURLEY

Appendix I

1972 SUMMER CONFERENCE PARTICIPANTS LIST

13-College Curriculum Program

Mr. Gene Bright	Alabama A. & M. University Normal, Alabama 35762	205/859-0523
Mrs. Julia Anderson Mrs. Ouida Scarborough	Bennett College Greensboro, North Carolina 27402	919/275-9791
Mrs. Lucille McGaughey	Bishop College 3837 Simpson-Stuart Road Dallas, Texas 75241	214/376-4311
Mrs. Katie Ramsey Mr. Curtis D. Gillespie	Clark College Atlanta, Georgia 30314	
Mrs. Deloris Massey Mr. Terrell Freeman	Florida A. & M. University P.O.Box 282 Tallahassee, Florida 32307	904/222-8030
Mrs. Annette Hill	Jackson State College Jackson, Mississippi 39217	601/948-8533
Mr. Michael Tyler	Lincoln University Lincoln, Penn. 19352	215/932-8300
Mrs. Jean Bowen	Mary Holmes Jr. College West Main Street West Point, Mississippi 39773	601/494-6820
Mr. James E. Sibert Mrs. Mary Lou Bowers Miss Phyllis Forte	North Carolina A. & T. College Greensboro, North Carolina 27411	919/273-3406
Mr. Roseborough Smith, Jr.	Norfolk State College 2401 Corprew Avenue Norfolk, Virginia 23504	703/627-4371
Miss Jean Alice Jones Mr. Louis Askins Mr. Willie Wallace	Southern University Baton Rouge, Louisiana 70813	5-4/775-6300
Mr. Jerome Ratchford Mr. Don Crawford	Talladega College Talladega, Alabama 35160	205/362-4408
Mrs. Phyllis Calvert	Tennessee A. & T. State Univ. Nashville, Tennessee 37203	615/242-4311
Mr. Gus Mills	Voorhees College Denmark, South Carolina 29042	803/793-3346

1972 Summer Conference Participants List (Continued)

5-College Consortium

Mrs. Naomi Morgan Mr. Olive R. Wilson	Elizabeth City State College Elizabeth City, North Carolina 27909	919/335-0551
Mr. Charles Davis	Fayetteville State University Fayetteville, North Carolina 28301	919/489-6144
Mrs. Virginia Schoats	Langston University Langston, Oklahoma 73050	405/466-2281
Mrs. Lois Rogers	St. Augustines College Raleigh, North Carolina 27602	919/828-4451
	Southern University Shreveport, Louisiana	418/424-6552
Mr. Paul L. Brown	Texas Southern University 3201 Wheeler Street Houston, Texas 77004	

8-College Consortium

Mr. Andrew Mansfield	Grambling College Grambling, Louisiana	318/247-3671
Mrs. Rosa M. Porter	Alcorn A. & M. University Rural Station Lorman, Mississippi 38614	601/437-5151
Mr. Herbert Blackshear	Bethune-Cookman College 640 Second Avenue Daytona Beach, Florida 32014	904/252-8667
Miss Bonella Edison	Jarvis Christian College U.S. Highway 80 Hawkins, Texas 75765	214/769-2841
Mrs. Sara A. Fields	LeMoyne-Owens College 807 Walker Avenue Memphis, Tennessee 38126	901/948-6626
Mr. Athanase Jones Miss Bettie Washington	Southern University 6400 Press Drive New Orleans, Louisiana 70126	504/282-4401
Mr. Chester Ray	Maryland State University Eastern Shore Princess Anne, Maryland 21853	301/651-2200
Mr. Melvin Parham	Virginia Union University 1500 N. Lombardy Street Richmond, Virginia 23220	703/359-9331

1972 Summer Conference Participants List (Continued)

Consortium for Curricular Change

Miss Pamela Bridgewater	Bowie State College Bowie, Maryland 20715	301/262-3350
Mr. Mathew Robinson	Coppin State College 2500 W. North Avenue Baltimore, Maryland 21216	301/LA 31111
Mr. Robert Mittanch	Houston-Tillostan Auston, Texas 78702	
	Lange College Jackson, Tennessee 38301	901/424-4600
Mrs. Jean King	Lincoln University Jefferson City, Missouri 65101	314/636-8121
	Livingstone College Salisbury, North Carolina 28144	704/636-3062
Miss Deloris P. Vanderbilt	Mississippi Valley State College Itta Bena, Mississippi 38941	601/254-2321
Miss Carolyn Miller	Shaw College at Detroit Detroit, Michigan	

Observer

Mr. James Miller	State University of New York Cooperative College Center Hempstead, New York 11550

Appendix J

1972 SUMMER CONFERENCE-COUNSELORS
Consultant List

Consultant	Topic
Dr. Cleo Abraham University of Massachusetts Center for Urban Education School of Education Amherst, Massachusetts	Interviewing from a Black Interviewer's Perspective
Mr. Marcus Bell Division of Student Assistance Regional Office Building No. 3 7th and D Streets, S.W. Room 4100 Washington, D. C. 20202	Explanation of the New Financial Aid Bill
Career Opportunities Program 460 Bluehill Avenue Roxbury, Massachusetts	
Mr. Frank Jones, Director of Counseling	Using Para-professionals
Mrs. Elaine B. Sutherland Mr. Herbert Caldwell Mr. Lincoln D. Chandler	Panel of Para-professionals from the COP Program
Dr. Hiawatha Fountain Learning Research and Development Center 160 N. Craig Pittsburgh, Pennsylvania 15213	Contrast between Individualized and Group Counseling Approaches Teacher/Counselor/Student Relationship
Mr. Olphie Franklin Putnam Children's Center 244 Townsend Street Roxbury, Massachusetts 02121	Political Realities of Wholistic Counseling
Dr. Jack Gant Training Program for Institutional Research Florida A. & M. University P.O. Box 143 Tallahassee, Florida 32307	Intergroup Dynamics - "Developing a Community"
Dr. Cleveland Gay Counseling Center Bishop College 3837 Simpson-Stuart Road Dallas, Texas 75241	Exercises in Interpersonal Relations

1972 Summer Consultants (Continued)
Page 2

Consultant	Topic
Dr. Benjamin Groomes P.O. Box 482 Albany State College Albany, Georgia 31706	Orientation to the Counseling Program
Dr. Freddie L. Groomes Director, Training Program for Institutional Research Florida A. & M. University P.O. Box 143 Tallahassee, Florida 32307	Intergroup Dynamics - "Developing a Community"
Roxbury Multi-Service Center 317 Bluehill Avenue Roxbury, Massachusetts	
Mr. Percy Wilson, Director	Demonstration of Various Methods of Group Techniques
Miss Beverly Hamilton	Practicum Model for Group Techniques Methods
Mrs. Marlene Y. MacLeish Mr. Stephen A. Bell	Served as Student Models for Practicum
Mrs. Joy Jones Mr. Randall Robinson Mr. Jim Winston	Coordinator of Field Trip
Dr. Frederick S. Humphries Vice President Institute for Services to Education 2001 S Street, N. W. Washington, D. C. 20009	Director's Concept of the Counselors Role
Dr. Wendell Lipscomb Box X Research Department Mendocino State Hospital Talmage, California 95481	Understanding and Counseling the Drug Abuser
Dr. David S. Mundel Littaner 106 Harvard University Cambridge, Massachusetts 02138	Explanation of the New Financial Aid Bill to Higher Education

1972 Summer Consultants (Continued)
Page 3

Consultant	Topic
Mr. George Pruitt Vice-President, Student Personnel Services Morgan State College Coldspring Lane and Hillen Road Baltimore, Maryland 21212	The Relationship of Counseling to the Entire Academic Program Implementing New Ideas Against the Establishment
Dr. Philip R. Rever Director, Research Services and Development American College Testing P.O. Box 168 Iowa City, Iowa 52240	Interpretation of Tests and Statistical Data
Mr. Charles T. Sweeny Veterans Assistance Officer Boston Regional Office Veterans Administration JFK Federal Building Government Center Boston, Massachusetts 02203	Benefits for the Returning Veteran
Mr. Franklin Walker 917 N. 7th Street DeKalb, Illinois 60115	Crisis, Prevention, and Termination Counseling
Dr. Eva Wanton Counseling Center Florida A. & M. University Tallahassee, Florida 32307	Multi-Cultural and Bi-Lingual Counseling
Mr. Jack White Vice-President in Charge of Marketing Optimum Computer System, Inc. 1133 15th Street, N. W. Suite 501 Washington, D. C. 20005	Organizational Planning and Conceptual Thinking

Appendix K

Institute for Services to Education
Incorporated
2001 S Street, N.W.
Washington, D. C. 20009

MEMORANDUM

TO: 13-College Program Directors and Counselors

FROM: John N. Faxio

RE: Graduation and Non-graduation Verification

I.S.E. has deemed it necessary to obtain a list of names from your campus indicating those students, program and control, who entered your institution in the fall of 1967 and moved into their junior year in the fall of 1969. The purpose of this list is to find those students who graduated and those who did not graduate or have not graduated as of summer 1972.

What we are asking you to do is to supply us with (1) a list of 1967 entering Freshmen (program and control) who entered their junior year in the fall of 1969; (2) indicate on this list, those students who graduated and those that have not graduated as of the summer 1972; and (3) list those student's who dropped-out between the fall semester or quarter 1969 and the summer of 1972.

It is important that we have this information immediately after this summer's conference. If you do not have a list of program and control student's who entered in 1967, then call me in Washington (202) 232-9000.

Appendix L

MEMORANDUM

TO: Director's and Counselor's

FROM: John N. Faxio

RE: Fall Testing and Instruments to be Used

The President of I.S.E., has decided to have each campus administer the Student Opinion Questionnaire and I.S.E. Self-Assessment Booklet in the fall of this year. The rationale for this is, he feels we can get representative numbers from each of your institutions by catching student's early in the school year.

When scheduling your time's for administering the questionnaire, you should allot approximately an hour and a half for filling out the Student Opinion Questionnaire and two and a half hours for filling out the Self-Assessment Booklet. Student's will probably finish the questionnaire in less time, but these alloted times hopefully will assure completion of the questionnaire in greater numbers.

Who will take the questionnaire:

1. All Colleges

Fall 1972 entering Freshmen will take the Self-Assessment Booklet only. This is the only instrument the Consortium for Curriculum Change will administer.

2. All Colleges except Consortium for Curriculum Change

The Student Opinion Questionnaire shall be administered to the 1970-71 freshmen. This group should be in their junior year this fall.

The Student Opinion Questionnaire shall be administered to the 1971-72 freshmen. This group should be in their sophomore year this fall.

In all cases, except those institutions that have implemented the I.S.E. program, a partial sample of 75 experimental and 75 control students as are requested to fill out questionnaires. Those schools that have implemented the program are asked to get at least 100 student's in for the questionnaire.

In order for us to make realistic schedules for administering the questionnaire's we need to know (1) when your freshmen, sophomore, juniors and seniors are scheduled to arrive on campus for the fall 1972 semester or quarter; (2) when the fall 1972 semester or quarter begins and ends; (3) when your recess periods began and end (Christmas, semester break, etc.); and (4) when exam times are scheduled for the year 1972-73.

I am asking that all the requested information be sent to me no later than August 4, 1972. This will assure plenty of time to get your questionnaire booklets to your campus.

Address: Mr. John N. Faxio
Institute for Services to Education
2001 S Street, N.W.
Washington, D. C. 20009

GROUPS TO BE TESTED IN THE FALL 1972

Fall 1972 entering freshmen

Student Assessment Booklet Only - 75 student's in the program plus 75 students not in the program. This gives us a total 150 students.

Fall 1971 entering freshmen (entering as sophomores fall 1972)

Student Opinion Questionnaire Only - 75 student's who were in the program plus 75 student's who were not in the program. This also gives a total of 150 students.

Fall 1970 entering freshmen (entering as junior's fall 1972)

Student Opinion Questionnaire only - 75 student's who were in the program plus 75 student's who were not in the program. The total is 150 students.

Those schools which have implemented the program should take a sample of 100 student's out of each group.

The above information means that the Thirteen-College and Five-College programs would have a total of 450 student's involved in testing this fall. The Eight-College program will be testing 300 student's, 1972 freshmen and returning sophomores. The Consortium for Curriculum Change will test only the 150 entering freshmen. If any institution decides they would like to administer either of the questionnaire's to a greater number of student's, send the total number of requested questionnaire's by August 4, 1972.

Those institutions that received Student Opinion Questionnaire's this spring and did not use them but kept for future use, need to let me know the total number you have on campus. This is to save us the time of mailing you an excess number of questionnaire's.

College Consortium's

Thirteen-College Program

Norfolk State College
Tennessee A & I State University
Lincoln University (Pa.)
Jackson State College
Southern University (Baton Rouge)
Clark College
Bishop College
Alabama A & M College
North Carolina A & T State University
Bennett College
Florida A & M University
Voorhees College
Talladega College
Mary Holmes Jr. College

Consortium for Curriculum Change

Lincoln University (Mo.)
Coppin State College
Bowie State College
Livingstone College
Mississippi Valley State College
Houston-Tillotson College
Shaw University (Detroit)

Five-College Consortium

Fayetteville State University
Langston University
Elizabeth City State University
Southern University (Shreveport)
Saint Augustine's College
Texas Southern University

Eight College Consortium

Alcorn A & M College
Bethune-Cookman College
University of Maryland (Eastern Shore)
LeMoyne-Owen College
Jarvis Christian College
Virginia Union University
Grambling College
Southern University (New Orleans)